

## **H5NK 04 (SCDHSC0029) — Support Individuals to Meet Their Domestic and Personal Needs**

### **Overview**

This standard identifies the requirements when supporting individuals to maintain a healthy lifestyle which will enable them to meet with their domestic and personal needs. This includes supporting individuals to obtain, prepare and store food that meets their nutritional and dietary requirements, supporting them to identify and obtain household and personal goods and supporting them to keep their home healthy, safe and secure.

## 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.

**Dietary** requirements include food and drink that will provide a balanced diet, that meet the nutritional needs of individuals and that support their health and wellbeing.

**Healthier food and** drink options include choices of food and drink and preparation methods that follow current guidelines for healthy eating.

**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.

**Preparation** here includes obtaining, preparing and storing food and drink.

A **risk** is the likelihood that a hazard will occur and here may relate to incorrect preparation and storage of food, drink and domestic items; infection and contamination; dangerous use of food, drink and domestic items.

## **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 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.

### Support individuals in the preparation of food that meets their nutritional and dietary requirements

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the <b>individual</b> and <b>key people</b> to understand the individual's dietary and nutritional requirements in terms of food and drink.	
2	Support the individual and key people to identify <b>healthier food and drink options</b> that meet the individual's <b>dietary requirements</b> .	
3	Contribute to identifying how the food and drink required by the individual can be obtained.	
4	Carry out your role in the <b>preparation</b> of food and drink to meet the individual's nutritional and dietary requirements.	
5	Work in ways that promote <b>active participation</b> to enable the individual to prepare food and drink safely, hygienically and in ways that will reduce the <b>risk</b> of food-associated illness or infection.	
6	Contribute to reviewing the arrangements for meeting the individual's nutritional and dietary requirements.	
7	Work with the individual and key people to implement any changes required.	
8	Highlight to the individual and key people the potential risks to the individual of consuming food and drink which does not meet their nutritional and dietary requirements.	

**Support individuals in the preparation of food that meets their nutritional and dietary requirements (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Complete records and reports on how well the individual’s nutritional and dietary needs are met, in accordance with legal and work setting requirements.	

**Support individuals to obtain household and personal goods**

10	Support the individual to identify their preferences and needs in relation to household and personal goods.	
11	Contribute to identifying where and how household and personal goods can be obtained.	
12	Work in ways that promote active participation to support the individual in obtaining household and personal goods.	
13	Work in ways that promote active participation to support the individual to store household and personal goods safely.	
14	Support the individual and key people to complete any paperwork needed to access resources or support for obtaining household and personal goods.	
15	Highlight to the individual and key people the potential risks where you observe personal and household goods being used dangerously.	
16	Highlight to the individual and key people the potential risks of obtaining personal and household goods that may cause a risk of harm to themselves, key people and <b>others</b> .	
17	Complete records and reports in relation to identifying, obtaining, storing and using household and personal goods, in accordance with legal and work setting requirements.	

## Support individuals to keep their home healthy, safe and secure

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
18	Support the individual and key people to identify and access types of support that would help them keep the individual's home healthy, safe and secure.	
19	Agree with the individual and key people who will take responsibility for keeping the individual's home healthy, safe and secure.	
20	Support the individual and key people to identify ways in which the cleanliness, safety and security of the individual's home could be improved.	
21	Work in ways that promote active participation to support the individual in keeping their home healthy, safe and secure.	
22	Highlight the potential risks to the individual, key people and others where you observe signs that the individual's health and safety is at risk in their home.	
23	Highlight the potential risks to the individual, key people and others when you observe signs that the individual's home is not being secured as it should.	
24	Work with the individual, key people and others to contribute to changes that will enable the individual and key people to maintain the health, safety and security of the individual's home.	
25	Complete records and reports in relation to the health, safety and security of the individual's home, in accordance with legal and 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 52 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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 <b>factors that may affect the health, wellbeing and development of individuals</b> 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

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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
41	The concept of a balanced diet and why this is important to good health.	
42	The nutritional benefits of minimising the fat, sugar and salt content of dishes.	
43	The nutritional benefits of starchy foods, fruit, vegetables and pulses.	
44	How to read and interpret food labelling.	
45	Techniques for preparing and cooking dishes in ways that maximise nutritional value.	
46	The likely nutritional and dietary needs of the individual with whom you work.	
47	How to prepare, store and hold food and drink safely and at the correct temperature to reduce the risk of food-associated illness or infection.	
48	The types of significant food safety hazards you are likely to come across when handling and storing food and what may happen if these are not controlled.	
49	Why surfaces and equipment must be clean before beginning a new task and the most effective ways of achieving this.	
50	Factors and issues associated with keeping the home of the individual safe and secure.	
51	Methods of working with the individual and key people to agree the food, drink, personal and household goods they want and the methods they prefer to obtain and store them.	
52	Methods of working with the individual and key people to identify healthier food and drink and prepare and store food and drink hygienically and safely.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	