Unit 4222-222 Support individuals to eat and drink (HSC 2014)

Level: **2**
Credit value: **2**
UAN: **M/601/8054**

Unit aim

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to support individuals to make choices about food and drink
2. Be able to prepare to provide support for eating and drinking
3. Be able to provide support for eating and drinking
4. Be able to clear away after food and drink
5. Be able to monitor eating and drinking and the support provided

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 213, HSC 214.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

Unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

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Assessment Criteria

Outcome 1 Be able to support individuals to make choices about food and drink

The learner can:

1. establish with an individual the food and drink they wish to consume
2. encourage the individual to select suitable options for food and drink
3. describe ways to resolve any difficulties or dilemmas about the choice of food and drink
4. describe how and when to seek additional guidance about an individual's choice of food and drink.

Outcome 2 Be able to prepare to provide support for eating and drinking

The learner can:

1. identify the level and type of support an individual requires when eating and drinking
2. demonstrate effective hand-washing and use of protective clothing when handling food and drink
3. support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences
4. provide suitable utensils to assist the individual to eat and drink.

Outcome 3 Be able to provide support for eating and drinking

The learner can:

1. describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking
2. support the individual to consume manageable amounts of food and drink at their own pace
3. provide encouragement to the individual to eat and drink
4. support the individual to clean themselves if food or drink is spilt
5. adapt support in response to an individual's feedback or observed reactions while eating and drinking.

Outcome 4 Be able to clear away after food and drink

The learner can:

1. explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away
2. confirm that the individual has finished eating and drinking
3. clear away used crockery and utensils in a way that promotes active participation
4. support the individual to make themselves clean and tidy after eating or drinking.

Outcome 5 Be able to monitor eating and drinking and the support provided

The learner can:

1. explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
2. carry out and record agreed monitoring processes
3. report on the support provided for eating and drinking in accordance with agreed ways of working.

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Additional guidance

- An **individual** is someone requiring care or support
- **Suitable options** will take account of:
  - Expressed wishes and preferences
  - General nutrition principles
  - Specific dietary requirements
  - Religious, cultural and personal beliefs
  - Resources available.
- Ways to **prepare** to eat and drink may include
  - Choosing where to eat
  - Choosing with whom to eat
  - Protecting clothes from potential spills
  - Taking up a comfortable position.
- **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
- **Agreed ways of working** will include policies and procedures where these exist.